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ABSTRACT

The booklet provides forms for the teacher of the orthopedically handicapped to use in systematically collecting data and designing an appropriate educational blueprint for each student. Pupil development assessment sheets include columns for recording assessment date, date of mastery, level of achievement, and comments for each behavioral objectives. Objectives are provided for the following areas (sample behavioral objectives are in parentheses): language arts (identify a picture after hearing a description); mathematics (understand the concepts of time on the hour); science (answer questions relative to a scientific article); social studies (appreciate holiday customs and traditions); fine arts (participate in a play); sensory experiences (create a design through printing); creative arts (create a pottery sculpture); prevocational (manipulate a stapler); vocational (evaluate clothing needs); physical education (throw a ball); adapted physical education (perform a motor task); self help/self concept (complete a family tree); life experiences (utilize the services of a library); and leisure time activities (enjoy fishing). (SBH)

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An Evaluation Design for the Educational Programs for Pupils Who Are Orthopedically Handicapped

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Spring, 1977

INTRODUCTION

In conceptualizing program growth and needs in the area of the orthopedically handicapped, a three-phase plan emerged. The first phase, a publication entitled, Guidelines for the Implementation of Programs for Pupils Who Are Orthopedically Handicapped, provided a frame of reference for those persons who are responsible for developing, implementing and improving programs for the orthopedically handicapped. A phase two publication provided the basis for developing an individually prescribed program of instruction. This publication, phase three, offers to the teacher a format to evaluate the level of pupil performance relating to one aspect of the educational program: the utilization of phase two, Individually Prescribed Program of Instruction for Pupils Who Are Orthopedically Handicapped. Each behavioral objective defined in the publication is included in this material with space provided for documentation of assessment date, date of mastery and level of achievement. While utilization of the publication is not required, it is hoped that the format will greatly assist the teacher as he/she individualizes instruction.

No longer can education be the haphazard utilization of educational materials and equipment, but rather, carefully stated long-range goals for each child must be determined with subsequent short-term objectives defined for accomplishing the goals. It is essential that the classroom teacher develop a scientific evaluation strategy if he/she is to meet the needs of the pupils and enable them to progress to the maximum extent possible. The assessment process should serve the following objectives:

1. Provide a pre-instructional assessment of a pupil's educational level.

2. Identify specific curriculum content area deficits which will enable the teacher to organize the instructional day into a comprehensive and relevant program for the pupil.

3. Provide a convenient method of record keeping for the systematic measurement of pupil achievement and identification of academic deficiencies.

4. Establish a mode of communication of this performance data to be translated to other professionals, parents and the pupil.

It is the hope of the South Carolina State Department of Education, Office of Programs for the Handicapped, that this publication will enable the teacher to systematically collect data and provide him/her with an effective mechanism for establishing an appropriate educational blueprint for each pupil.

DIRECTIONS

A booklet should be provided for each pupil, based on the child's degree of physical involvement and level of educational functioning.

After the pupil has been presented with each behavioral objective the assessment date should be completed.

Upon mastery of the objective, the date of mastery should be completed.

Based on the following suggested key, the level of achievement of the objective should be indicated.

- Pupil performs task successfully 100% of the time (5 out of 5 times).

- Pupil performs task successfully 80% of the time (4 out of 5 times).

- Pupil performs task successfully 60% of the time (3 out of 5 times); practice is needed to gain success.

- Pupil does not perform; opportunity has been presented.

- Opportunity has not been presented; pupil may or may not perform task successfully.

Comments relative to necessary adjustments to the enabling activities, appropriateness/inappropriateness of the activities, materials, etcetera, should be included in the appropriate column on each page.

PUPIL DEVELOPMENT ASSESSMENT

Pupil's name_____
Developmental Level_____
Degree of Physical Handicap_____

Primary	Intermediate	Secondary	Moderate	Severe	BEHAVIORAL OBJECTIVE	Assessment Date	Date of Mastery	Level of Achievement	Comments (appropriateness/inappropriateness of enabling activities
					LANGUAGE ARTS				
X			X		Identify an object in a scrambled background.				
X			X		Reproduce a design.				
X			X		Identify objects with a designated beginning sound.				
X			X		Identify all vowels within a group of words.				
X			X		Arrange pictures in logical sequence.				
X				X	Identify a picture after hearing a description.				
X				X	Identify given phrase or word among others.				
X				X	Understand the concepts of "over," "under," "below," "above," "in the middle of," "to the right of," etc.				
	X		X		Recognize the parts of speech.				
	X		X		Understand the meaning of guide words.				
	X		X		Determine words that rhyme, pick out the main subject of a poem.				

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					LANGUAGE ARTS				
	X		X		Arrange letters in sequence.				
	X			X	State personal goals.				
	X			X	Repeat MORSE Code symbols from cards.				
	X			X	Identify adjective when associated with an object.				
	X			X	Find object among others after example has been removed.				
		X	X		Present a report.				
		X	X		Increase comprehension skills.				
		X	X		Identify three (3) ways to increase vocabulary.				
		X	X		Distinguish differences in spelling and meaning of homonyms.				
		X	X		Provide correct answers to a crossword puzzle.				
		X		X	Type a social letter including all correct parts of the letter.				

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					LANGUAGE ARTS				
		X		X	Make inferences about a story.				
		X		X	Enjoy reading for pleasure as measured by an increase in attention span.				
		X		X	Develop a "haiku".				
		X		X	Increase comprehension and word-attack skills.				

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					MATHEMATICS				
X			X		Associate the correct number of objects to a given numeral.				
X			X		Use an inch ruler and a centimeter ruler to compare lengths of given objects.				
X			X		Draw the following shapes: circle, square, triangle.				
X			X		Understand the following concepts: greater than, less than, equal to.				
X				X	Answer one-place addition and subtraction problems.				
X				X	Copy given design.				
X				X	Understand the following concepts: longest, shortest, same/equal.				
X				X	Match numerals to a standard.				
X				X	Understand the concepts of time on the hour.				

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					MATHEMATICS				
	X		X		Complete a dot-to-dot drawing.				
	X		X		Compute word problems.				
	X		X		Determine the similarity of cards.				
	X			X	Indicate the concepts of "less than," "greater than," "equal," "plus," "minus".				
	X			X	Understand the value of coins.				
	X			X	Compute given arithmetic equations.				

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					SOCIAL STUDIES				
X			X		Identify the functions of maps.				
X			X		Identify information about Africa.				
X			X		State the procedures involved in recycling water.				
X				X	Identify pictures of people in various professions and occupations.				
X				X	Understand basic economic and social structure of the country as defined in the reference filmstrips.				
	X		X		Understand the chronological order of events in history, as determined in the classroom text.				
	X		X		Understand the landscape and people of early America.				
	X		X		Understand the directions of North, South, East, West.				
	X		X		Follow the SQ3R. (Survey, Questions, Read, Review, Recite).				

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					SOCIAL STUDIES				
	X			X	Follow directions.				
	X			X	Appreciate holiday customs and traditions.				
		X	X		Understand the importance in controlling litter.				
		X	X		Define the purposes of a labor union.				
		X	X		Identify locations of current United States news events.				
		X	X		Understand the voting process.				
		X		X	Read the newspaper for requested location of information.				
		X		X	Determine the major accomplishments of the founders of America.				

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					SCIENCE				
X			X		Classify living and non-living things in these two (2) categories.				
X			X		Identify clouds.				
X			X		Identify seasons through various clues.				
X			X		Sort the objects under various categories to show the materials with which each is made.				
X				X	Identify correct objects producing given sounds.				
X				X	Interpret where smoke goes.				
X				X	Identify at least two insects.				
X				X	Identify the moon.				
X				X	Understand gravity.				
	X		X		Hypothesize the specific uses of an inclined plane.				
	X		X		Analyze that light travels in a straight line.				

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					SCIENCE				
	X		X		Understand the process of reproduction in flowers.				
	X			X	Have an understanding of family life education and the importance of self.				
	X			X	Understand information gathered from weather reports.				
	X			X	Read a thermometer.				
	X			X	Identify common birds of locale.				
		X	X		Recognize own strengths and limitations through self-criticism.				
		X	X		Infer social roles.				
		X		X	Become a more alert automobile passenger.				
		X		X	Name the missing objects.				
		X		X	Answer questions relative to a scientific article.				
		X		X	Imagine the smells associated with a particular location as measured by the increased number of adjectives used to describe smells.				

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					FINE ARTS				
X			X		Create a mosaic picture.				
X			X		Construct a paper mobile.				
X			X		Create a paper construction.				
	X		X		Increase imagination through music.				
	X		X		Create a diorama.				
	X		X		Create a paper weight.				
	X		X		Create a collage.				
		X	X		Cooperatively create a tie-dyed fabric.				
		X	X		Participate in a play.				
		X	X		Create a container for flowers or pencils.				

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					SENSORY EXPERIENCES				
X				X	Distinguish between similar and different pairs of objects through tactile perception.				
X				X	Create a design through printing.				
X				X	Express through finger painting.				
X				X	Determine specified items through olfactory perception.				
	X			X	Tactily discriminate fine differences.				
	X			X	Maintain the beat of a march.				
	X			X	Appreciate musical compositions by a master.				
	X			X	Mix colors.				
	X			X	Participate in a dramatic reading.				

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					CREATIVE ARTS				
		X		X	Consider pattern and style with respect to the school environment.				
		X		X	Associate/demonstrate various feelings with appropriate words/gestures/signals.				
		X		X	Observe art works more perceptively as indicated by increased number of verbal responses.				
		X		X	Create a pottery sculpture.				

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					PREVOCATIONAL				
X			X		Open a can/bottle.				
X			X		Put lids on ten jars of various sizes.				
X			X		Add dollars and cents.				
X			X		Cut objects.				
X			X		Complete a crossword puzzle.				
X				X	Understand general responsibilities of the following occupations: Firemen, Librarian, Carpenter, Pharmacist, Fisherman, Florist, Telephone Repairman				
X				X	Sort objects according to shapes and sizes.				
	X		X		Manipulate a stapler.				
	X		X		Develop marketable skills through good work habits.				
	X		X		Use a hammer.				
	X		X		Collate papers.				

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					PREVOCATIONAL				
	X		X		Identify realistic vocational goals.				
	X			X	Use sandpaper.				
	X			X	Match objects to standard.				
	X			X	Use a paint brush.				

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					VOCATIONAL				
		X	X		Evaluate clothing needs.				
		X	X		Follow a recipe.				
		X	X		Select the "best buy".				
		X	X		Complete the laundry task.				
		X		X	Complete a check for a specified item.				
		X		X	Develop non-verbal communication skills necessary for economic usefulness.				

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					PHYSICAL EDUCATION				
X			X		Work with others and follow rules of a game.				
X			X		Throw a ball.				
X			X		Follow the rules of a game.				
	X		X		Participate in a sport. (basketball)				
	X		X		Participate in a sport. (baseball)				
	X		X		Follow a line obstacle course.				
	X		X		Participate in a sport. (bowling)				
		X	X		Participate in a game. (badminton)				
		X	X		Participate in an exercise program to the degree compatible to his degree of physical involvement.				
		X	X		Participate in a game. (archery)				
		X	X		Participate in a game. (billiards)				

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					ADAPTED PHYSICAL EDUCATION				
X				X	Develop purposeful listening skills.				
X				X	Perform a motor task.				
X				X	Propel a ping pong ball by blowing.				
X				X	Follow commands to perform a motor task.				
	X			X	Move a marker through a maze.				
	X			X	Participate in the game of finger shuffleboard.				
	X			X	Develop purposeful listening skills.				
	X			X	Integrate auditory directions with sensory reactions.				
		X		X	Enjoy a sport. (golf)				
		X		X	Participate in tabletop croquet.				
		X		X	Participate in self-testing activities.				

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					SELF HELP/SELF CONCEPT				
X			X		Assemble body parts and associate each part with the corresponding word.				
X			X		Identify body parts by touch or otherwise indicate motorically.				
X			X		Manipulate given items.				
X			X		Fill containers to the specified amount.				
X			X		Complete a family tree.				
X			X		Match picture to a standard.				
X				X	Place body puzzle pieces together.				
X				X	Recite own telephone number and address.				
X				X	Move to and from the floor independently.				
X				X	Communicate bathrooming needs.				
X				X	Remove a sweater, coat, jacket or open skirt.				
X				X	Identify self.				

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					SELF HELP/SELF CONCEPT				
X				X	Indicate his hostility through a sentence completion.				
X				X	Feed self.				
	X			X	Associate various feelings with words.				
		X	X		Operate a sewing machine.				
		X	X		Increase awareness of own emotions.				
		X	X		Improve ability to get along with others.				
		X	X		Develop skills for maintaining a well-groomed appearance.				
		X		X	Be aware of individual differences.				
		X		X	Have a better understanding of the value of individual differences as evidenced by an improved feeling about self as indicated on a sentence completion test.				
		X		X	Indicate feeling of illness.				
		X		X	Choose a well-balanced diet.				

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					LIFE EXPERIENCES				
	X		X		Experience the functional skills necessary to enjoy eating in a restaurant.				
	X		X		Utilize the services of a library.				
	X		X		Attend a sports event as a spectator.				
	X		X		Become a participating member of society.				
		X	X		Follow a sequence of independence skills.				
		X	X		Exhibit the skills necessary to function in a grocery store.				
		X	X		Participate in private social situations.				
		X	X		Travel between school and home using public transportation.				

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					LEISURE TIME ACTIVITIES				
	X			X	Enjoy fishing.				
	X			X	Have an understanding and appreciation for music.				
	X			X	Care for and enjoy a simple aquarium.				
	X			X	Care for house plants.				
		X		X	Play checkers with a peer.				
		X		X	Make words from given letters.				
		X		X	Perform the duties of umpire.				
		X		X	Enjoy the art of photography.				
		X		X	Participate in "charades" as evidenced by an increase in complexity of subjects.				

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